DOCUMENT RESUME

ED 189 351 CE 025 721

AUTHOR Mook, Corena; Legg, Marilyn
TITLE Project: Strategies for Sex Fairness. Home Economics for All.
INSTITUTION Kansas State Univ., Manhattan. Coll. of Education.
SPONS AGENCY Kansas State Dept. of Education, Topeka. Div. of Vocational Education.
NOTE 27p.; Not available in paper copy due to colored paper. For related documents see CE 025 705-706 (student instructional packets); CE 025 707-717 and CE 025 719-722 (inservice packets); and CE 025 729 (outreach packet). Not all packets in this series are in ERIC: for full listing available from the publisher see any packet.
AVAILABLE FROM Dr. Frank Slapar, Director, Kansas Curriculum Materials Dissemination Center, 207 Whitesitt Hall, Pittsburg State University, Pittsburg, KS 66762 ($1.50 per packet; $45.00 for set of thirty)

EDRS PRICE MF01 Plus Postage. PC Not Available from EDRS.
DESCRIPTORS Classroom Techniques; *Home Economics; Home Economics Skills; Home Economics Teachers; Inservice Teacher Education; Lesson Plans; *Males; Postsecondary Education; Secondary Education; *Sex Fairness; *Sex Stereotypes; Student Needs; Teacher Role

ABSTRACT

One of a series of instructional packets to aid schools in reducing sex stereotypes, this inservice guide for use with school personnel is designed to stimulate home economics teachers to help students develop attitudes, knowledge, and skills that are not limited by sex stereotyping. Focus is on the teacher's involvement in expanding options for male students. Suggested time frame for presentation and discussion is ninety minutes. Contents include a leader's script (material to be presented), two transparency masters, eight handout masters, and a class discussion guide. Topics covered include student coping goals for tomorrow's world and essential competencies needed by both male and female homemakers. Handouts include situations for use in inservice brainstorming exercises, lists of suggested strategies for expanding options for boys, and teachers' resources lists (specifically for Kansas). The packet is designed for use alone, in combination with other packets (see Note), or to supplement existing inservice units. (JT)

****
* Reproductions supplied by EDRS are the best that can be made *
* from the original document. *
****

ED189351

PROJECT: STRATEGIES FOR SEX FAIRNESS
College of Education
Kansas State University

HOME ECONOMICS FOR ALL

A Vocational Education SPECIAL PROJECT
Kansas State Department of Education

U S DEPARTMENT OF HEALTH, EDUCATION & WELFARE
NATIONAL INSTITUTE OF EDUCATION

THIS DOCUMENT HAS BEEN REPRODUCED EXACTLY AS RECEIVED FROM THE PERSON OR ORGANIZATION ORIGINATING IT. POINTS OF VIEW OR OPINIONS STATED DO NOT NECESSARILY REPRESENT OFFICIAL NATIONAL INSTITUTE OF EDUCATION POSITION OR POLICY

"PERMISSION TO REPRODUCE THIS MATERIAL HAS BEEN GRANTED BY

Corena Mook

TO THE EDUCATIONAL RESOURCES INFORMATION CENTER (ERIC)."

CE 015 721

Project: Strategies for Sex Fairness
College of Education, Kansas State University

SEX FAIRNESS PACKETS PRICE PER PACKET $1.50

The packets are designed to aid Kansas schools in reducing limitations that sex stereotyping imposes on option choices for boy and girl students. Each packet incorporates affective with cognitive learning to facilitate thinking and discussion. A packet's material can be used alone, in combination with other packets, or to supplement existing instructional/ in-service/out-reach units. Included are complete instructions for using the enclosed script, visual aids, transparency masters, handout masters, or group activities to cover 40-50 minute time periods. Packets are available for schools to address three different fronts - instructional packets for use with junior high or older students, in-service packets for use with school personnel, and out-reach packets for use with community groups.

INSTRUCTIONAL PACKETS:

'Does Occupational Stereotyping Need to Limit Choice?'
Students think through the process of narrowing their occupational options to a choice pool that reflects their interests, abilities, and values. Consideration is given whether occupational stereotyping is a valid reason for removing occupations from one's choice pool.

'Focus on the Future: Changing Lives'
Students are encouraged to think about today's world and the increased flexibility being prepared for both a job and managing a home brings to future choices.

'What Would I Do If That Were I'
Students consider present or potential life situations to explore traditional and nontraditional alternatives. The purpose is to assist in values clarification regarding sex roles.

'My Legal Right - Expanding Male Options'
Students demonstrate the legal right men have to be hired in nontraditional occupations via skit form.

'My Legal Right - Expanding Female Options'
Students demonstrate the legal right women have to be hired in nontraditional occupations via skit form.

'Is My Textbook Limiting Me in Considering Future Roles?'
Students consider that today's world is changing so rapidly textbooks cannot keep up in reflecting society. By recognizing textbook bias that limits choices, students can choose to ignore these limitations.

'Is My Guidance Text Limiting Me in Considering Future Roles?'
Students explore if and how interest inventories limit consideration of occupational options for boys and girls.

IN-SERVICE PACKETS:

'Changing Lives: Future Trends'
Considers the rapidly changing society and expanded skills and resources students need to acquire and face the future.

'My Role as a Change Agent'
Gives the theoretical base that can guide school personnel in creating attitudinal changes in other people.

'My School's Role as a Change Agent'
Explores how institutions can create attitudinal change in its surrounding environment.

'Legislation's Push for Sex Fairness'
Reviews legislation affecting schools and interpreted implications.

'Recognizing My Fair and Unfair Behavior'
Explores how our biases govern our attitudes and actions toward others. Biases are then examined to select those we want to remove/keep in our internal valuing system.

'Evaluating Our School for Sex Fairness'
Discussion of the process a school undergoes in establishing an evaluation that reflects its environmental circumstances.

' Instructional Material - Usage Despite Bias'
Explores how bias can occur in instructional material and methods of counteracting its influence on students.

'Guidance Tests - Usage Despite Bias'
Explores how bias can occur in guidance tests and approaches to reduce any bias during usage.

'The Academic Teacher - Encouraging Non-Traditional Options'
Considers the role academic teachers can take in expanding options for students.

'Vocational Teacher - Encouraging Non-Traditional Options'
Suggests steps vocational teachers can take that makes students less hesitant to consider non-traditional options.

'Counselor - Encouraging Non-Traditional Options'
Presents several different approaches with suggested accompanying activities from which counselors can choose for encouraging students to consider nontraditional careers.

'Creating a Sex-Fair School Environment'
Explores diverse fronts to be considered and action planning stages for a school.

'Differences Between a Girl and Boy?'
Presents what current research shows may be differences by developmental stages.

'Profile of a Non-Traditional Student'
Written by an educational director in industry who relates the problems he observes women face personally and professionally when working in a non-traditional field. Recommendations are made for improving preparation for non-traditional students.

'Home Economics for All'
Suggest approaches that encourage boys/girls to acquire home management skills and consider home economics related occupations.

'Math and Science for All'
Suggest approaches that encourage girls/boys to acquire sufficient math and science skills that occupational options can remain open.

OUT-REACH PACKETS

'Future Trends Create Changing Lives'
Considers the rapidly changing society and expanded skills and resources today's youth need to cope with the future.

'Society's Messages to Youth'
Explores messages coming from diverse sources of a child's environment and how they can limit options a child considers.

'Community Groups-Helping Face the Future'
Considers alternative approaches community groups can take to aid in expanding option choices for today's youth.

'Business and Industry-Helping Face the Future'
Considers alternative measures that business and industry can take to aid schools expand option choices for their students.

'Parents-Helping Your Child Face the Future'
Explores the role parents can play in limiting or expanding option choices for their children.

'New Options in Choosing Vocational Training'
Developed for use with groups of potential students to encourage both boys and girls to consider all course offerings of a school.

'Re-entering the Work Force-New Options'
Developed for use with older groups of potential students or displaced homemakers to encourage considerations of expanded occupational choices.

INSTRUCTIONS

This packet is designed to stimulate home economics teachers to think about contributions they can make in developing student attitudes, knowledge, and skills to increase their capability for independent and interdependent living, plus their ability to live as adults in a rapidly changing society. Explored are underatandings that aid as teachers become increasingly involved in expanding options for male students. Used in its entirety, the packet provides sufficient materials for about 90 minutes. The packet can be shortened or lengthened by several methods. Time flexibility comes through group discussion and the number of brainstorming situations used.

This in-service packet is designed to be used alone, in combination with other packets, or to supplement other in-service activities. The packet attempts to stimulate thought and discussion as well as to present information. Its effectiveness will be determined by the audience's discussion and participation.

Included in the packet are:

1. A Leader's script. This script has action guide notation in the right-hand column.

2. Two transparency masters:
   .Student Coping Goals for Tomorrow's World
   .Essential Competencies

   By covering the master with a sheet of transparency film and running both the sheet and master through a Thermofax machine, a transparency for use with an overhead projector can be produced.

3. A Discussion Guide for Aleene's Essential Competencies

4. Eight handout masters:
   .Brainstorming Situation 1
   .Brainstorming Situation 2
   .Brainstorming Situation 3
   ."Suggested Strategies"
   ."Suggested Strategies" (page 2)
   .Effective Kansas Resources for Expanding Options for Students
   .Resources (page 2)
   .Expanding Options--the Language We Use
   Copies of these handouts for distribution can be made by using any copying machine or by using a Thermofax machine to make a ditto master.

A suggested general format for this in-service unit is:

1. Before the presentation the leader should:
   a. become familiar with the script through pre-reading, making modifications to fit your audience or speaking style.
   b. set up overhead projector.

2. The leader reads the script to the group, incorporating the action guide notations on the right-hand column when appropriate.

3. The leader leads class discussion as noted in the script, utilizing the discussion guide if desired.

4. The leader supervises the brainstorming activities.

As vocational educators try to grapple with providing students with skills and resources broad and flexible enough to cope with tomorrow's world, three goals seem to emerge to give guidance: ---***---

***
Show Transparency, "Student Coping Goals for Tomorrow's World"

1. Both boys and girls need to become aware that paid work and career development are major considerations in making life plans. Schools need to provide programs of career exploration, job skills training, and general preparation for meaningful participation in the paid work force.
2. Both girls and boys need to acquire the attitudes, knowledge, and skills that increase their ability to be able to live independently and interdependently. Girls need to learn the skills of independent living and how to function in a variety of adult roles. Boys need to be able fully to maintain a home and family, besides being independent outside the home.
3. All students and adult classes need the living skills that will enable them to cope with rapid social change.

Aleene Cross--in April, 1979, Journal of the American Vocational Association--stresses that when considering these goals, the essential competencies needed by both male and female homemakers must form the bases for designing our homemaking programs. She asserts that the competencies which seem most essential in terms of current socio-economic conditions home economics educators can provide are: (Read from transparency)---***---

***
1. Show Transparency, "Essential Competencies"
2. Give time for reading
3. Leave on through next few paragraphs

Before describing each competency as she sees it, let's first face what is probably your initial reaction. Most home economics teachers have already prepared a full lesson plan, and are overwhelmed at the thought of "tacking on more." Aleene realized this and suggests what may seem to some a radical approach: not <u>more</u> in your program, but a shift in emphasis. She asserts, for instance, that a young homemaker today may be competent even

though she does not construct the family clothing, so long as she is able to make wise purchases and understands the basics of clothing care. Similarly, she can provide nutritious food for a family without being a gourmet cook or baking bread or preparing food from scratch. Whenever possible, courses based on the non-essential competencies should be available on an elective basis. Sample elective courses could be clothing construction, specialty foods, and crafts.

Now let's look at Aleene's essential competencies and explore what she sees as being included in each one. Parenting is the emotional nurturing of a child. Included would be affection, child-parent relationships, guiding a child's behavior, establishing a child's ethical and moral values, children's health, and providing a child's food, clothing, and shelter. This competency ties in to living either independently--as you do in a single parent situation, or interdependently--as you relate to others in the family. It also contributes to meeting rapid social changes as you develop flexibility to be a single or partner parent.

The competency of maintaining interpersonal relationships includes getting along with a family, analyzing self, assuming responsibility, understanding dating and courtship, and preparing for marriage. This competency ties in to the goal of increasing the ability of boys and girls to live interdependently. Incorporated could be understanding of sex stereotypes and biases and the value of cooperation, not war, between the sexes.

The competency of developing coping skills in our students is a responsibility shared with others in our school setting. Included in coping behaviors are how to physically and emotionally handle one's job, leisure time activities, and family time. Home economics can develop skills for coping with the tasks of housecleaning, meal preparation, grocery shopping, clothes purchasing and laundering. These coping skills contribute to a student's ability to live independently in a time of rapid social change.

The competency of managing financial resources concerns all areas of homemaking, since monies are needed to purchase food, clothing, and shelter. Involved is understanding one's value priorities and how they relate to the decision-making process. Also explored can be why family finances often need contributions from two paychecks in today's rapidly changing society. This makes it necessary for girls, too, to consider preparing for paid work as part of making life plans.

The competency of meeting nutritional needs of the family can incorporate daily food intake, meal planning, needs of pregnant teenage girls, needs of young children, and adjustments to meet special health conditions. Of course it includes basic food preparation and meal management. This competency ties in to developing skills to live independently and to cope with rapid social change, particularly for our boys.

Aleene's challenge to you is to concentrate on these competencies needed by a homemaker in beginning home economics courses and to delete the non-essentials. Before moving on to other people's thoughts as we consider home economics for all, let's react to Aleene's thoughts. ---***---

*** Lead Discussion. Suggestions on the Discussion Guide

Another approach probably more familiar to you in the field is developing a curriculum around a career-oriented theme in junior high programs. Virginia Winston and Kay McFarland in the Cincinnati Pulic Schools found girls and boys from a variety of ethnic and economic backgrounds drawn to a curriculum based more on the world of work than on family environments. In the process, students also gained information they could use immediately as consumers or family members. They interested the McKnight Publishing Company in publishing their materials. National field testing occurred--several sites being here in Kansas. Since adopting the approach, Cincinnati has experienced a 17% increase of junior high enrollment in home economics. Topic areas include "Exploring Careers in Child Care," "Exploring Careers in Hospitality and Food Service, and "Exploring Careers in Fabrics" and "Exploring

Careers in Living Environments."

These are just a couple of approaches that have been suggested by home economics educators as they grapple with making home economics for all. Both have dealt with changes in approaches or slants in curriculum. There are other concerns we face as we move boys into home economics. And boys are moving more and more into our classes. Nationwide consumer and homemaking male enrollment has jumped from 7.9% in 1972 to 16.8% in 1976. During the same time period occupational home economics male enrollment increased 13.9% to 15.3%

Traditionally, home economics courses have a history of being for girls only. Many people today accept a definition of a non-traditional course as one in which the enrollment is 24% or lower of one sex. Even with increased male enrollment, home economics is still considered non-traditional for boys.

As a result, many home economics teachers have had much experience working with girls and usually understand them well. However, some teachers may feel the need to acquire an understanding of their male students and how to adjust to having them in the classroom. With this understanding, they can make the non-traditional experience enjoyable for the boys and less frustrating for the teacher.

Boys often possess different self-concepts primarily because of messages our American society has sent them since birth. Involved are images they think they should present to the world, behavior patterns and interests they should possess, past experiences they have had, roles they should play now and in the future, and occupations they should consider. These messages naturally have had varying degrees of influence, so let us consider what results such traditional moldings may have produced.

First, boys have been taught that they should be able to solve all problems and have all the answers. After all, they are the movers and shakers of the world. If they don't know how to handle a situation--"Horrors! They

are failures!" So one doesn't express doubt, doesn't ask questions. Teachers, who are accustomed to girls asking for help when uncertain, may find this frustrating. At first, you may have to become especially observant when a boy seems to be having difficulties. Then you can volunteer assistance without directly stating, "Are you having trouble? Do you need help?" Later you can develop freer communication channels so that he is comfortable coming to you for direction.

Second, many more boys than girls face difficulties fitting into America's elementary school setting. As a result, they have experienced more problems academically. In fact, for every one girl with academic problems, there are four boys. Contributing have been such messages as; girls are quiet and read; boys are active and boisterous. As a teacher, you may find yourself having to incorporate less learning of theory by reading and more emphasis on activities which enable students to learn theory indirectly. Subject matter should have as much practical application for the boys in your class as it does for the girls.

Third, boys may come to you with past experiences completely different from those your girls generally have. After all, they were supposed to have had different interests and were steered toward doing different things. Some boys may have done little in a kitchen. You may find them cooking frozen peas box and all, not knowing which foods get cooked on the stove top and which in the oven, or slicing onions before peeling. And boys may not learn much about child care unless you provide them accompanying experiences, for some may not have been around children enough or paid enough attention to know what the book is talking about. It was their sisters who took care of the younger siblings or did baby sitting. As a teacher, consider possibly limited experiences and knowledge as you give instruction. Thinking positively, you may also find that boys have fewer bad habits to correct.

There is another slant coming from different orientations and past experiences. Boys tend to have more experience working with machines and wanting to know the "whys" of things. They may show more interest in the sewing machine as a machine, its working and maintenance. They may show more interest in furniture refinishing, reupholstering, wallpapering skills. Incorporation of some of this orientation into your instruction may be a big plus for some of the girls in your class; for messages from society have often told them that they can't fix things or understand direction books or diagrams. Yet in today's world a woman often finds herself the head of a household with a budget that can't stretch far enough to hire repairmen for minor repairs. Only by having experiences in which she finds out that she too can figure things out does she acquire the confidence to try later.

Fourth, you may find more boys with the attitude "Nobody tells me what to do!" For you see, boys have been bombarded by messages that they must be a winner at all cost. They are to stand up and fight for their rights. As a result, many boys cannot understand the word "compromise", for that is viewed as losing--disastrous to a boy's self-concept. Tied in with this are messages that certain traits such as giving in are "feminine", which carries the horror of being called a "sissy".

What can you as a teacher do to counter such attitudes? Create a relaxed but structured atmosphere in your classroom. Have the students understand that a project or task must be completed, but don't become defensive or irritated by negative comments. Despite themselves, they will end up proud of their work and experience. You can explore with your class how all characteristics, even "masculine" and "feminine" ones, are really human characteristics and part of all of us in varying degrees. To deny this is to deny a part of oneself, leaving one with an internal war raging. Peace comes only by recognizing and accepting all parts of oneself.

What we have just been exploring is developing a realization that

working with boys may be different from working with girls. Let's move on to exploring feelings non-traditional students may have and ways we as teachers may help. These feelings are often shared--by girls as they move into traditionally male fields, and by boys as they move into traditionally female fields.

Often a non-traditional student experiences isolation and a feeling of loneliness. The best method for couteracting this feeling is to schedule at least four non-traditional students within a class whenever possible. When this buddy system or peer support isn't possible, try to establish a quasi form across classes or within student clubs. Particularly in an occupational home economics course, the student is unsure that he is doing the right thing in bucking tradition. Give feedback and encouragement as to the soundness of what he is doing. Set up opportunities for boys to visit with and view non-traditional workers in your field. This can occur in your classroom or at the work site. This provides opportunities for informal discussion about the challenges, problems, and rewards of that role.

Often non-traditional students receive unique treatment from their traditional peers. Girls in non-traditional training may experience harassment by way of jokes and teasing. Or they find boys being protective, wanting to do the messy, dirty jobs for them, such as cleaning the oil pit. A variation of this second reaction may crop up in your classroom; you may notice that it is often the girls who do the cleaning up afterwards, while the boys finish off the food and chat. You may have to work at developing the classroom atmosphere so each student knows you expect the same behavior and learning from both sexes. Make sure you are calling on both sexes to do all tasks--girls to help run projectors as well as boys to make marketing lists. Assign responsibilities and work groups so both sexes are represented. Call on them both equally.

We have just looked at some of the understandings that help make having boys in your class a pleasurable experience, for both you and your students. Let's now consider a few situations that could occur in your classroom. Then let's brainstorm together some of the ways you could handle the situation. Keep in mind that brainstorming is just thinking out loud. Even if an idea isn't practical, your thoughts can stimulate other practical ideas. Contribute! This is how creative workable alternatives are born. I will pass out the first situation. Once we finish our brainstorming activities, I have several handouts of resources and strategies you can draw on back in your classroom. ---***---

(Brainstorming works best in smaller groups. If your in-service group is bigger than ten, divide the group into sub-groups of five or six for the activity. Let a group brainstorm on a situation for about ten minutes. If you wish, each group can select a recorder who can report back to the main group its suggested solution.)

***

1. Pass out the first situation.
2. Follow up with other situations if time allows.
3. Hand out: "Kansas Resources for Expanding Options", "Suggested Strategies", and "Expanding Options--the Language We Use"

DISCUSSION GUIDE

FOR ALEENE'S ESSENTIAL COMPETENCIES

1. Do you buy the concept of beginning home economics courses concentrating on essential competencies needed for boys and girls to live in tomorrow's world? Why or why not?

2. Suppose you do; would you add or delete from the list of essential competencies?

3. Aleene believes that this structure attracts more males and perhaps more females into your home economics program. What are your feelings?

4. Some schools may already be taking such an approach. If your school is not, do you think parents, the school's administration, and other political segments would buy this approach?

TRANSPARENCY MASTERS

STUDENT COPING GOALS FOR TOMORROW'S WORLD

1. Consider paid work major part of making life plans

2. Need attitudes, knowledges, and skills to live independently and interdependently

3. Need living skills to handle rapid social change

ESSENTIAL COMPETENCIES

1. Parenting
2. Maintaining interpersonal relationships
3. Developing coping skills
4. Managing financial resources
5. Meeting nutritional needs of the family

Source: Cross, Aleene A. 'Charting the Course for Consumer - Homemaking Education' Journal of the American Vocational Association Vol. 54, No. 4 April 1979

HANDOUT MASTERS

BRAINSTORMING SITUATION 1

"Cindy Andrews?"

"Present."

"Marie Brucci?"

"Here."

Miss Sykes was calling the role as her Sewing I class met for the first time. Waiting to hear their names, the girls looked around at the fashion design prints decorating the walls, the modern sewing machines grouped at the back, the dress forms in different sizes that stood like headless classmates facing the desks.

"Pat Graham?' Miss Sykes called the name for the second time. 'I guess she didn't-"

The door flew open and a tall, muscular boy burst in. "I'm Pat Graham," he said, grinning a little nervously. His eyes roved over the rows of girls, and he turned back to Miss Sykes. "I thought my friend, Bill Hanks, was going to be in the class." he said.

Consulting her roll, Miss Sykes shook her head. "His name is crossed out. I'm afraid he-"

"Got cold feet." Pat said ruefully, "Well-maybe-"

"Oh, now," Miss Sykes said. "you must have had a reason for wanting to take sewing. It can't have just dissolved because your friend decided not to join us."

"I do have a reason." Pat said more confidently. "Money. My sister saves a lot of money by making her clothes, and I didn't see why I couldn't make some knit pants, and some shirts, and ties and stuff - if she can sew, why can't I? But-" he looked around at his classmates again, "I don't know now-with Bill not here-"

HOW DO YOU HANDLE THE SITUTATION?

Source: Piggin, Julia, "What Role Do Your Play?", Forecast for Home Economics November, 1973.

BRAINSTORMING SITUATION 2

Your school has encouraged students to test all their interests and abilities during the junior high years. This is the first year of an exploration course where all boys and girls take mini-courses in shop, woodworking, business, and home economics. An irate father comes to you saying that no boy of his is going to learn to cook and sew. Besides being things women do, he wants grandchildren. If his son learns to do such things, he will never want to get married. The father has talked to other parents, and a group of them are going to fight if something isn't changed.

WHAT CAN YOU DO?

WHAT CAN YOUR SCHOOL DO?

BRAINSTORMING SITUATION 3

In responding to the current vocational education emphasis on expanding options for students, you and fellow home economics teacher spent last year revising curriculum and recruitment efforts geared toward boys in your school. You are delighted to see that this fall's pre-enrollment showed a 10% increase of boys signing up for home economics. But after two weeks of class, it becomes apparent that some of the boys in your class don't really want to be in school. In exploring further, you discover that in last spring's campaign the home economics option came across as an easy course one didn't have to work hard at. So a bunch of boys decided to give it a try to get out of the hard courses scheduled in the same time slot. They really don't want to be in your class, or any class, and certainly don't want to put effort toward learning.

WHAT CAN YOU DO?

WHAT CAN YOUR SCHOOL DO?

'SUGGESTED STRATEGIES'*

Plans For Action In Expanding The Home Economics Option For Boys

I. Methods of Recruitment

A. Include male students in basic planning for the course - those influential with wide groups of students

B. Inform key groups about what home economics has to offer young men - administrators, guidance counselors, curriculum personnel, all faculty

C. Communicate to parents new emphasis of course - need of boys to acquire skills

D. Use personal contact to inform prospective male students - student assemblies, visits to homerooms, talking to traditionally male classes

E. Circulate information using public address systems, newsletters, signs

F. Have someone available to answer student and parents' questions, particularly during course registration periods.

II. Course Content

A. Child Development
1. Use male role models - invite pre-school or elementary male teachers
2. Create INVOLVEMENT by arranging direct contact with small children

B. Clothing and Textiles
1. Mechanical ability brings easy adjustment to machine sewing but hand work is often frustrating. Select beginning projects using knit or woven fabric with choice flexibility - tie, vest, chef's apron
2. Teach simple operation and maintenance of the sewing machine
3. Few have prior experience; give constant supervision to develop skill
4. Include care of clothing, laundry procedures

C. Food and Nutrition
1. Males highly motivated to food preparation (and consumption). Incorporate other objectives such as meal planning, buying,within food activities.
2. Invite athletic coaches, hunters, camping experts to contribute to nutritional needs and food care procedures.
3. Few have prior experience; be specific in covering kitchen equipment, cooking terms, and basic techniques.

D. Housing and Home Management
1. Utilize boys' interest in how things work, mastery of skills--refinishing furniture, reupholstering, wallpapering, redecorating or redoing a room.
2. Bring in community resource people or take field trips to them (manager of a hardware store, local contractors)
3. Bring in school resource people such as industrial arts teacher (small house repairs, electricity, woodwork)
4. If a short course, be selective with experiences to be most relevant to immediate needs

E. Personal Development and Family Relationships
   1. Greatest value when related to needs expressed by the students
   2. Coed classes have advantage in family relationships because students become aware of values and attitudes of the opposite sex
   3. Grooming approach should include job and career.
   4. Major family topics - dating, understanding self, mate selection, beginning marriage, single life, divorce, and single parenthood

*Outline of Suggestions From:
Dowell, Judy H. and Greenwood, Bonnie B., 'The Masculine Focus in Home Economics; Home Economics Education Association, Washington, D. C. April 1, 1975. (ED 016 002)

EFFECTIVE KANSAS RESOURCES FOR EXPANDING OPTIONS FOR STUDENTS

PROJECTS: STRATEGIES FOR SEX FAIRNESS
(A Special Vocational Education Project: Kansas State University and Kansas Department of Education)

Developed 7 instructional packets for use in classroom:

"Does Occupational Stereotyping Need to Limit Choice"

"Focus on the Future: Changing Lives"

"What Would I Do If That Were I?"

"My Legal Right - Expanding Female Options"

"My Legal Right - Expanding Male Options"

"Is My Textbooks Limiting Me in Considering Future Roles"

"Is My Guidance Test Limiting Me in Considering Future Roles"

Marilyn Legg, Coordinator
Department of Adult & Occupational Education
Holton Hall
Manhattan, Kansas 66506

Check catalogue from Pittsburg Media Center for ordering data.

RESEARCH REPORT: IDENTIFYING EMPLOYMENT BARRIERS RELATED TO SEX BIAS
This research project states the results of a survey conducted in Southeast Kansas in which employment barriers relating to sex bias were identified.

Ms. Corena Mook
Sex Equity Specialist
Kansas State Department of Education
120 East Tenth
Topeka, Kansas 66612

JOINT WORKSHOP ON SEX EQUITY
(A Special Vocational Education Project: Kansas State Department of Education) Kansas Counselors, Career Educators, and Vocational Educators plan projects to work together in Kansas schools.)

Mr. Ken Hoffman & Phil Wurtz
Counselor Education Department
Emporia State University
Emporia, Kansas 66801

AUDIO VISUALS

The following Audio Visuals are available on loan at the Kansas State Department of Education. Contact Ms. Corena Mook, Kansas State Department of Education. 913-561-2091.

Hey, What Are Your Plans For The Next 60 Years? by Mary Ellen Verheyden-Hilliard

A 15-minute slide/tape show that tells about new jobs opening up for men and women; suggests reasons why it is a good idea to try something new and how one may feel about that; and talks about how changes in work have brought some changes to family and social roles and how people feel about these changes.

Non-Traditional Careers for Women - by Pathescope Educational Films, Inc. and The Associated Press

A filmstrip presentation which provides a broad picture of a career area, using interviews with real people working at real jobs and focusing on the details of a given career area.

Sex Role Stereotyping - A National Education Association Publication kit which contains the following sound filmstrips:

"Cinderella is Dead"
"The Labels and Reinforcement of Sex Role Stereotyping"
"Blue is for Sky, Pink if for Watermelon"
"Women's Rights: Multi-Cultural Equity"
"Sexism, Racism, Classism in the Schools"
"We Don't Know How to Grow People"
"ERA - The Equal Rights Amendment and You"

Jobs and Genders - by Guidance Associates

A sound filmstrip designed to present both male and female students with challenging facts and ideas about how their genders may influence their vocational choices and to encourage students to explore what they really would like to be and do rather than what they think society expects them to be and do.

I'M Glad I'M She, I'M Glad I'M He - A sound filmstrip on loan from the North Carolina Dept. of Public Instruction

A 25-minute, color videotape presentation by Deborah Patterson, Doctoral Candidate at West Virginia University in Morgantown, West Virginia, designed to introduce young women to the possibility of a career in Industrial Education and to see how women can fit into the profession, what the duties are and what skills are required.

Solving Old Problems Instead of Creating New Ones: An Approach to Sex Equity -

A Videotape and a cassette tape presentation of Amanda Smith's presentation at the Kansas Vocational Assoication in Wichita on March 30, 1979.

Slide/Tape Interview Presentation: Opportunities in Non-Traditional Careers
Special Vocational Education Project: Olathe Vocational School/ Kansas State Department of Education

Ms. Corena Mook/KSDE

Diane Lang or Helen Seeley
Olathe Vocational School
Olathe, Kansas 66061

EXPANDING OPTIONS--THE LANGUAGE WE USE

Sex Discrimination--Any action that limits or denies a person or group of persons opportunities, privileges, roles, or rewards on the basis of their sex. Such action is provably illegal.

Sex Bias--A prejudiced attitude for or against a person based on gender. It is any factor which may influence individuals to limit their personal or career choices because of gender.

Sex Role Stereotyping--Behaviors, abilities, interests, and values are attributed to a person or group of persons on the basis of their sex.

Expanding Sex Roles--Men and women can keep what they now value, while gaining new options.

Sex Role Socialization--Differential processes and experiences that are used to prepare males and females for the roles that society defines as being appropriate for their sex.

Sex Fairness--Both sexes are treated in the same manner.

Sex Equity--An educational environment in which individuals can consider options and make choices based on their abilities and talents, rather than on sex role stereotypes and expectations.

Non-Traditional Worker--A person employed in an occupational area once considered appropriate for the opposite sex only.

Displaced Homemaker--A person who is the product of the transformation in the structure of the American family. She is usually a middle-aged or older woman who, by death, divorce, or separation, is compelled to pursue a career outside the family.